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ABSTRACT

This guide to evaluating services provided by Montana libraries is intended for the use of librarians, library boards, government officials, friends of libraries and other interested citizens. It will enable them to assess the adequacy of their present library services and help them move toward improvement of their library services in the future. The five areas of library services to be measured by these standards are: (1) structure and government of library service; (2) service; (3) materials: organization, selection, and control; (4) personnel and (5) physical facilities. Specific standards for each of these five areas are listed. The appendices contain: (1) Montana laws regarding public libraries, (2) library bill of rights, (3) the student and the library, (4) freedom to read statement and (5) standards documents. Members of the Montana Library Association Executive Boards for 1968-69 and 1969-70 and the Library Development Committee for 1968-69 are listed. (Author/NH)

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MONTANA PUBLIC LIBRARY STANDARDS

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MONTANA STATE LIBRARY
Helena
1969

REPORTER PRTG. & SUPPLY CO.

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Michael J. Traynor, Chairman
Scobey

William Conklin
Great Falls

Mrs. Dolores Colburg
Helena

Mrs. A. O. Pemberton
Broadus

Earle C. Thompson
Missoula

FOREWORD

At the suggestion of the State Library, the Montana Library Association's Library Development Committee began in January, 1969, a project to draft a statement of standards for Montana public libraries. It was the intent that such a draft might be presented to the State Library Commission, when completed, with the recommendation for adoption by the Commission as its official standards pursuant to R.C.M. 44-131 (8).

Members of the Committee with the assistance of additional members of the Association, worked throughout the winter and spring of 1969 in the production of a document which was distributed to the entire membership of the Association prior to its annual conference in May, 1969. At this conference and at trustee workshops held around the state in June; at an invitational workshop held in Billings in August attended by librarians who had enrolled in the Loyola University "Public Library Service" course; at federation workshops held early in October; and at numerous meetings of local public library boards throughout the year, this document was tested and applied to libraries across the state.

The MLA Executive Board at its September, 1969, meeting formally approved the work of the Library Development Committee, and forwarded the standards to the Library Commission. On October 20, 1969, the Library Commission unanimously adopted these standards, directed that they be published, and at the same meeting voted its appreciation of the work of the Committee in their preparation.

Ruth O. Longworth
State Librarian

CONTENTS

Introduction 1

Structure and Government of Libraries 5

Service 7

Materials: Selection, Organization, Control 11

Personnel 15

Physical Facilities 19

Appendices:

1. Montana Laws Regarding Public Libraries 21
2. Library Bill of Rights 29
3. The Student and the Library 31
4. Freedom to Read Statement 33
5. Standards Documents 39

Montana Library Association Executive Boards and Library Development Committee 41

INTRODUCTION

This guide to evaluating services provided by Montana libraries is intended for use of librarians, library boards, government officials, friends of libraries, and other interested citizens. It will enable them to assess the adequacy of their present library services and help them move toward improvement of their library services in the future.

In the **Plan For The Development Of Library Service In Montana,** Ruth Warncke states "Every resident of Montana should have available to him no matter where he lives, library service of high quality. No two people will need or want exactly the same kind of service; a person will need different kinds of services at various times in his life. At any given time he may want more than one kind of service and material. He should be able to get materials (and assistance in using them effectively) by a reasonable effort, and within a reasonable time . . .

"Common sense indicates that small communities are not able to provide large public libraries, with extensive, up-to-date reference collections; collections of books, periodicals, films and recordings covering all subjects, and including the great works of all time and all nations; special services for the very young and the very old, the intellectually advanced and the beginner in learning; and the skilled staff to select the collection and work with the public to enable them to use it to advantage. Fortunately, ways have been devised to lift the limitations of such small communities, at the same time strengthening the services in larger, neighboring communities. Libraries band together in groups called systems, working together to make a wide range of library materials and services available to all residents of the total area. Some systems are consolidated under a single administration. The type of system that suits Montana's needs best is called a federation.

"A federation requires a strong central library under the direction of a qualified librarian to guarantee imaginative and effective leadership. Boards of trustees of public libraries [and County Commissioners] arrange with the federation for service. The agreements specify services to be received, method of administration and the amount to be paid by the contracting agency. These agreements are in effect on a continuing basis until terminated by a notice of one of the parties, six months prior to the dissolution of the agreement. A yearly review of the amount paid for services is provided for in the agreement. A board made up of representatives from participating

units may act in an advisory capacity to the federation. Local boards of trustees continue to function as legal entities responsible for their local libraries.

"The services provided by the federation may include centralized ordering, processing, and cataloging; a uniform library card which permits residents to borrow from any library in the system; group purchase of books, supplies, and equipment at increased discounts; in-service training and expert advice and counsel for local librarians from the professional staff of the federation. Bookmobile services are shared, as are extensive reference services from the federation and an intensive area-wide public relations program. The total materials collection available to all units of the federation is greatly increased.

"The federation has been selected as the most appropriate system organization for Montana because it is built on the solid foundation of a strong central library; it allows each local library to continue to serve its own clientele, to join or not to join a system as it wishes, to have a voice in the governing of the system if it does join, to retain its own local governing and taxing authority, to gain strength from a larger resource unit without being controlled by it and to withdraw from it if it so wishes. The federation retains the priceless advantages of initiative, responsibility and pride of ownership in each community; and it extends service into areas that have previously had no library service."

While the Montana plan for the development of library service is built around the federation concept, these standards are so drawn that it is possible for libraries not at present a part of any federation to begin to plan for their roles in a larger system.

National and state standards for various types of libraries were studied carefully as these standards for Montana public libraries were prepared. A list of these important background documents is included as Appendix 5 to these standards, page 39.

The increasing competition for the tax dollar in Montana demands better measuring devices of the needed quality and quantity of library services for presentation to city councils, and boards of county commissioners. As these groups plan for the kinds of library service Montanans are seeking, we believe they will find this document presents guidelines for an orderly, progressive approach to good library service for all of the people of Montana.

The five areas of library service to be measured by these standards parallel the areas outlined in **Minimum Standards for Public Li-**

brary Systems, 1966, published by the American Library Association in 1967. They are:

Structure and government of library service

Service

Materials: organization, selection, control

Personnel

Physical facilities

From time to time, the standards in this statement should be reviewed and revised to keep them meaningful and current.

The members of the Library Development Committee of the Montana Library Association have prepared this document with the assistance of other interested Association members. Librarians from all types of libraries have participated in drafting these standards because it was felt that Montana particularly needs to pay attention to cooperation that is possible among all libraries to make widest possible use of all the library resources of our state.

Alma S. Jacobs, Chairman
Library Development Committee
Montana Library Association

Structure and Government of Libraries

Montana law provides for the establishment and maintenance of public libraries. Government officials, library boards, librarians, friends of libraries, and other interested citizens should be familiar with the legal provisions affecting library service. (See Appendix 1 to these standards, page 21.)

STANDARDS

1. **Library boards:** All public libraries as agencies of local government shall be controlled by boards of trustees appointed by the local governing authority. Library board members should be chosen because of their interest in libraries and their concern for total library service to the community, to assure broad representation from the community, and to provide periodic infusion of new ideas.

2. **Board meetings:** Meetings of the board of trustees should be held regularly. The librarian shall attend board meetings as secretary to the board, and prepare the agenda for these meetings in consultation with the chairman.

3. **By-laws:** All library boards of trustees shall adopt by-laws for the conduct of their business.

4. **Policies:** The trustees, with the advice of the librarian, shall adopt written policies and objectives for the operation of the library (e.g., for book selection, personnel management, hours and extent of service, etc.) and periodically review these policies. The library's policies should include adoption of the Library Bill of Rights, as amended. (See Appendix 2, page 27.) The board shall delegate active management of the library to the librarian, giving him full responsibility for carrying out these policies.

5. **Planning:** The board, together with the librarian and the staff, is responsible for long-range planning for library development, in accordance with the Montana plan for the development of library service to insure that such planning is recognized as an essential function of local government and included with other plans for community development. This planning should include a careful evaluation of the library's services, complete documentation of its present needs and potential future activities.

6. **Annual reports:** An annual report of the library's activities should be prepared by the librarian and submitted to the board of trustees; the board in turn shall submit this report to the governing body.

7. **Budget:** An annual budget for the library is prepared by the librarian, for discussion and adoption by the board. The board and the librarian present the budget to the governing body.

8. **Legislation:** The library board and librarian should be familiar with legislation on local, state, and national levels that affects libraries.

9. **Federations:** Individual community libraries have a responsibility to seek affiliation with the central library in a federation. (See enabling legislation in Montana law, Appendix 1 to these standards, page 21.)

10. **Inter-library relationships:** Public libraries should work together with other libraries in the community to assure that all resources are utilized to the fullest, working toward an expansion, rather than a duplication of library service. To this end, all librarians in the community should meet together regularly to keep each other informed of current activities, to plan for coordination of services, development of collections, and to consider the feasibility of joint activities. Special attention should be paid to the library needs of students; public librarians should meet regularly with teachers and school administrators as well as school librarians to keep informed of their problems, and to keep them informed of the public library's resources and services. (See The Student and The Library, Appendix 3, to these standards, page 31.)

SERVICE

The public library exists to serve all people, regardless of their age, education, economic level, or human condition, in their need for information and understanding. All services in the following discussion are possible to some degree in any library unit, whether small or large, providing that the library's staff is dedicated to service. Participation in a well established federation insures that these services can be adequately provided by every public library in every size of community.

The services performed by a public library are:

a) The accumulation and logical organization of the materials of communication (books, magazines, films, sound recordings, pamphlets, etc.) for convenient use through classification, cataloging, and shelf arrangement.

b) The lending of these materials so that they may be used in a location and at a time convenient to each individual, including whatever tools and services are necessary to provide service to the handicapped and disadvantaged.

c) Guidance and interpretation in the finding and use of these materials.

d) The provision of informational and research services designed to locate facts as needed.

e) Assistance to civic, social, and educational organizations in locating and using these materials in the pursuit of their own ends.

f) Stimulation of the use of the library through publicity, displays, reading lists, story hours, book talks, book and film discussion, and other appropriate means either in the library or in community organizations.

To the above ends, the following are basic standards for satisfactory service:

STANDARDS

11. **Goals:** All public library boards shall have a written statement of their library's service goals. The statement should be reviewed periodically and, as often as necessary, revised in the light of new developments and knowledge.

12. **Relationship to the community:**

a) All public libraries should develop their services, evaluate their programs, and make appropriate changes based on knowledge gained from day-to-day contacts and from specific studies of their library and their community.

b) Library staff should serve in community organizations and agencies concerned with adults, young adults, and children, especially when the activities of the organizations are appropriately related to library service.

c) All public libraries should keep informed at all times of the activities of other organizations and agencies, and whenever possible should interrelate the programs.

13. **Hours of service:**

a) Each public library should be open for service at least 15 hours per week at fixed times and uniform hours. All should be open some evening hours:

Population	Hours open
under 2,500	15 hours weekly
2,500-4,999	15-30 hours weekly
5,000-9,999	30-45 hours weekly
10,000-24,999	45-60 hours weekly
25,000-49,999	60-69 hours weekly
over 50,000	69 or more hours weekly

b) During open hours, service should be maintained for all library users—children, young adults, and adults. The library should review the hours of service each year in consideration of adequate service to the community.

c) Bookmobiles should stop at least every two weeks in each community served. Frequency of visits should be increased as use increases. The length of time spent at each visit should be sufficient to serve all library needs of the community: circulation of books, answering or recording reference needs, etc. At no time should the visit be less than 30 minutes.

14. **Lending regulations:**

a) Lending regulations of a public library should be developed solely to facilitate the use of its materials and should be

regularly reviewed so that it is remembered that rules are never ends in themselves.

b) Within a federation, all libraries should make use of uniform loan periods, reciprocal borrowers' privileges, regular delivery service, and interlibrary loan procedures. Consideration should be given, where practicable, to use of uniform circulation systems.

15. **Reference service:**

a) Public libraries should provide for all persons factual information and professional guidance in the use of reference sources. Such assistance should utilize, through the proper channels, all library resources available not only in the community, but also in the state, region, and nation. Intensive reference and searching should be done to meet the scholarly, business, and industrial interest of the community. Within justifiable limits, preparation of reports, compilation of statistical information, abstracting, etc., should be among the library's services.

b) The public library should provide telephone information and reference service and should utilize the most effective, rapid means of communication to serve its community.

c) The public library should maintain a central source of information about educational opportunities for children, adults, and young adults, and about organizations in the area. It should provide information about individuals or groups who offer programs and individuals who serve as resource persons.

16. **Guidance:**

a) All public libraries should provide individual reading guidance and counsel to children, young adults, and adults, as well as to the blind, the home-bound, and the disadvantaged. Such guidance can be given through book talks, lectures, story telling, special subject programs, reading improvement programs, as well as individual counseling.

b) All public libraries should provide guidance and counsel to groups, both formal and informal, in planning, organizing, and conducting significant activities for all people in the community. When possible, the library should provide

resource persons, materials, facilities, and equipment to further the success of such programs.

c) The public library should take leadership in initiating and stimulating educational programs which are needed in the community. At times it should focus its resources and services on socially significant questions.

17. **Public information:** The public library should have a specific program to inform the community in an interesting and understandable way about its services, through such means as radio, television, the press, service talks, displays, etc.

Materials: Selection, Organization, Control

The public library as an institution exists to provide materials which communicate experience and ideas from one person to another. Its function is to assemble, organize, preserve, and make easily and freely available to all people printed and nonprinted materials. Public library materials may include all forms of recorded knowledge: books, periodicals, pamphlets, newspapers, pictures, slides, films, music, maps, etc.

STANDARDS

18. **Policies:**

a) Each public library board shall adopt written policies for the acquisition and selection of materials; libraries participating in a federation will develop these policies cooperatively. The actual selection of materials shall be the responsibility of the librarian and the library staff.

b) These policies should be reviewed periodically and revised in accordance with changes in the library's activity and the level of service provided in the programs of the federation headquarters and participating libraries.

19. **Selection criteria:**

a) In choosing library materials the following factors should be observed:

1) The extent to which the library intends to own materials, and to which it expects to borrow, both within and outside the federation.

2) The current and anticipated educational, informational, and recreational needs of the community.

3) The value and significance of the subject, the authority and intent of the author, and the effectiveness of presentation and format.

b) Specialized appropriate resources and nationally recognized guides should be utilized in selection and evaluation of the collection in all public libraries. At least all of the following guides should be in the headquarters library in a federation; at least the last two guides to selection of **books** should be found in even the smallest public library:

1) **Guides to the selection of books**

Book Review Digest (H. W. Wilson Company)
Choice (American Library Association)
Guide to Reference Books (American Library Association)
Guide to Science Reading, and other specialized subject lists (New American Library)
Kirkus Reviews (Virginia Kirkus Services)
Technical Books Review Index (Special Libraries Association)
Booklist and Subscription Books Bulletin (American Library Association)
Wilson Standard Catalog series (H. W. Wilson Company)

2) **Journals which include book reviews**

Bulletin of the Center for Children's Books (University of Chicago Graduate Library School)
College and Research Libraries (American Library Association)
Horn Book (The Horn Book, Inc.)
Library Journal (Bowker Publishing Company)
Top of the News (American Library Association)
Wilson Library Bulletin (H. W. Wilson Company)

3) **Guides to the selection of non-book materials**

Film Library Quarterly (Film Library Information Council)
High Fidelity (Billboard Publication, Inc.)
Reader's Guide to Periodical Literature (H. W. Wilson Company)
Selected List of United States Government Publications (Superintendent of Documents, U. S. Government Printing Office)

c) The library's collection must contain the various opinions expressed on important, complicated, or controversial questions, including unpopular or unorthodox positions. Materials of the required quality, serving the purposes of the library and relating to an existing need or interest, will not be removed from the collection nor will materials lacking these qualities be added because of pressure by groups or individuals. The selection policy should indicate the library's subscription to the "Freedom to Read Statement", adopted in 1953 by the ALA Council (see Appendix 4 to these standards, page 33).

d) Materials that are outdated, worn out, or inappropriate should be removed from the collection, and replaced with new titles or new editions, as appropriate.

e) The character and emphasis of the collection of the federation headquarters and participating libraries should be influenced by the collections of other libraries in the community and federation area.

f) Materials may be selected in any format: print, sound recordings, slides, transparencies, films, recordings, microforms, etc., depending on availability, and appropriateness for use.

20. **The book collection:** No public library should have less than 3,000 currently useful titles, or 3 per capita, whichever is greater, in its collection. Federation headquarters libraries should have at least 100,000 currently useful titles. Duplicates should be provided as needed. In any collection, approximately sixty percent of the titles will be for adult reading interests, thirty percent for children, and ten percent for young adults (composed primarily of appropriate adult and juvenile titles). The number of new book titles added to the collection each year should be at least five percent of the minimum standard number of titles recommended for the collection.

21. **The periodical collection:**

a) Federation headquarters libraries should have no less than 400 indexed periodicals of a wide variety in order to meet the needs of the population served by the federation. A fifteen-year back file of the most demanded titles, and photocopying facilities, should be available. The collection of newspapers at the federation headquarters should include local papers, state papers (including all those published within the federation), and representative national papers. Back files of local papers should be retained until available on microfilm.

b) Public libraries other than those serving as federation headquarters should have 20 indexed periodicals, or one title for each 250 persons in the service area, whichever is greater. Back files should be retained according to need. The local paper, a state daily, and out-of-state papers as needed should be included in the collection; the local paper should be retained until available on microfilm.

22. **Ephemeral printed materials:** Public libraries should maintain collections of ephemeral printed materials, pamphlets, etc.,

on subjects of interest to the community; special attention should be paid to the collection and useful organization of manuscripts, books, letters, clippings, pamphlets, reports, and other documents relating to the history of the community and area.

23. **Films:** All public libraries should maintain membership in the Montana Public Library Cooperative Film Service, and supply information about films. The federation headquarters library should have at least 200 films in its own collection and should supply projectors for use within the federation. (Note: the collection in the Montana Public Library Cooperative Film Service should include at least 1,000 film titles.)

24. **Recordings:**

a) The federation headquarters library should have a collection of 5,000 disc or tape recordings, with at least 500 new discs or tapes purchased annually. It should furnish information about records.

b) Public libraries in larger communities, below the federation headquarters level, should have record collections of at least 500 discs, with annual additions amounting to at least five percent of the total.

c) Smaller public libraries may not find it useful to maintain record collections, but may borrow as needed from the federation headquarters.

25. **Collections for bookmobiles:**

a) No separate collection should be maintained for use on bookmobiles. All circulating books in the library should be made available for bookmobile patrons; materials which do not circulate should be available in photocopy.

b) Each bookmobile should carry a minimum of 2,500 volumes; a limited, selected number of magazines and recordings should be available from the bookmobile, as well as a list of the federation's film and record holdings.

c) The collection on a bookmobile should be arranged logically on the shelves, and represent a variety of interests and the needs of all age groups.

26. **Organization and control:** Library materials should be organized to insure convenient and logical access by staff and public.

PERSONNEL

The quality of public library service in Montana is directly dependent upon how well each library maintains high standards for personnel. The library's unique function of serving as the one unbiased, nonpartisan source of information for all the people calls for personnel of the highest competence and integrity. In order for public libraries and federations to provide an adequate and effective program, it is necessary that they have a competent, professionally qualified, well selected, and properly compensated staff. Library governing bodies are responsible for the employment of personnel who will ensure technical competence and inspirational leadership.

A competent staff and their high job satisfaction and morale are keys to the assurance of effective library service. Since public libraries are above all public **service** institutions, it is imperative that they be staffed by people who are dedicated to service, and motivated by a desire to help people, and eager to give service in a friendly manner.

STANDARDS

27. **Position classification:** Library positions should be clearly defined and differentiated in terms of requirements, duties, and responsibilities. Each library should have a position classification plan, grouping similar positions for equitable personnel administration.

28. **Written personnel policies:** In addition to the position classification plan, each library should have written personnel policies which provide for:

    a) Appointments, promotions, and dismissal of personnel in libraries on the basis of merit, without regard to race, sex, marital status, national origin, political opinions, or religious beliefs.

    b) A specified probationary period for new employees, and periodic performance evaluation for all staff members.

    c) Benefits, such as vacation and sick leave allowances, retirement, health, and life insurance.

    d) Leaves of absence, with pay and travel allowance, for attendance at professional meetings, institutes, and workshops.

29. **Salaries:**

a) Salaries for all staff members should reflect their responsibility within the library, or federation, and be competitive:

1) Within the community for those positions normally filled locally, and

2) Nationally, for those positions for which the library competes in a national market.

b) Salary schedules should provide for regular increases. Where practicable, there should be provision for special salary increases for superior performance.

30. **Staffing requirements:**

a) The number of staff members should be sufficient to perform the duties involved in selecting, organizing, and interpreting materials, and to provide consistently efficient service at all hours when the library is open to the public. In general, one staff member (full-time or equivalent) should be the minimum provision for each 2,000 people in the service area. In calculating staff requirements under this standard, pages should be included but not maintenance personnel. If the ratio of staff to population fails to meet this standard, the whole plan of service provided, including hours open, staff on duty, and coverage of the service districts, should be carefully scrutinized for adequacy.

b) Generally, the professional (requiring the training acquired by graduation from a library school accredited by the American Library Association) and library assistant (requiring a broad general education strengthened by courses in librarianship, in-service training, and/or well supervised library experience) staff in a library system should be approximately one-third of total personnel. Supporting staff, including clerical staff, clerical supervisors, and other non-librarian staff (excluding maintenance staff) should be approximately two-thirds. Changes in operational procedures brought about by automation or contractural arrangements may change this ratio.

c) Staff on a bookmobile should include at least two persons: a librarian or library assistant, and a driver-clerk. Federation specialists in reference, children's services, etc., should

work closely with the bookmobile staff in the interest of its patrons.

d) In each library federation, there should be at least one professional staff member with special competence for, and experience in each of the following aspects of library service:

1) Administration

2) Organization and control of materials

3) Selection, information, and advisory service for adults

4) Selection, information, and advisory service for young adults

5) Selection, information, and advisory service for children

6) Extension services, including services to those persons in need of special types of services, such as inmates in correctional institutions, the homebound, the culturally disadvantaged, and the blind and handicapped, and those living at a distance from library agencies.

A library federation may need more than one specialist in several of these fields, and may also require subject specialists.

31. **In-service training and professional guidance:**

a) The larger library should provide a program of routine and specialized in-service training for its staff, and should provide opportunities for its staff members to participate in training programs offered by local, regional, state, and national organizations and agencies. The smaller library should provide opportunities for its staff to participate in training offered by such agencies.

b) All libraries should encourage staff to belong to, and participate in activities of professional library organizations.

c) The headquarters library in a federation should provide regular training opportunities for all library staff members in the federation area.

d) All Montana public libraries should utilize the professional assistance and guidance available from the Montana State Library.

PHYSICAL FACILITIES

Each public library building in Montana should be planned to accommodate a program emphasizing the use of library services and materials. Public library buildings must also comply with fire, safety, sanitary, and other applicable rules in the state and local building codes.

Because areas of service (whether local community, county, or federation) vary from one part of the state to another, specific standards of size for library buildings are not suggested here. A library which serves as a federation center must obviously have a building sufficient in size to enable it to perform federation-wide services. Other library buildings within the federation may also be large, because of distance from the central library. Some basic principles, however, obtain regardless of the size of the building.

STANDARDS

32. **Planning for buildings:**

    a) No library facility should be constructed or remodeled without careful planning and analysis of the library's present service, its planned future services, and the projected growth of its service area. This type of planning frequently will require the assistance of an outside consultant, since experience in planning buildings is valuable and because a consultant can assist in examination of service needs.

    b) When possible, the librarian, library board, and key members of the library staff should visit other library buildings of appropriate size and study features that they consider successful and unsuccessful, always asking, "If you were to build again, what would you do differently?"

    c) A building program statement should be prepared by the librarian, or by the consultant if one is to be engaged. The program statement should define the library's space needs and the relationship between different areas so that the architect can develop a workable plan.

33. **Flexibility:** Library buildings should be flexible and expandable to provide for and meet changing requirements and innovations for library service.

34. **Facilities for the handicapped:** All library buildings should have ground level access (no steps, no revolving doors) for physically handicapped users, and be so designed that such persons can use all public areas.

35. **Site:** Public library buildings should be so located that the largest percentage of all the people to be served will have access to the library frequently in the normal pursuit of their activities. The site should be large enough to permit adequate off-street parking for patrons and staff.

36. **Floor layout:**
    a) The building should be so designed that related activities (both of the user and of the staff) are in adjacent areas, and that illogical flow of activity is kept to a minimum.
    b) Public areas should be so arranged as to eliminate problems of supervision; staff on duty at a circulation desk or service desk should have visual control of most of the area.

37. **Furnishing:** Library buildings should be attractively, invitingly furnished; they should be designed and furnished in a way to facilitate easy maintenance. Consideration should be given to the use of carpeting and air conditioning.

38. **Lighting:** Lighting for libraries should be provided according to the recommendation of the Illuminating Engineering Society. Because of the critical problem of stack lighting, it is essential that placement of light fixtures not be finally determined until location of stacks is fixed.

39. **Bookmobile parking:** Libraries which serve as headquarters for bookmobiles should have enclosed space for parking and loading bookmobiles, adjacent to stack and work areas for bookmobile staff.

40. **Communication facilities:**
    a) There should be telephones in all public libraries.
    b) Libraries participating in a federation should utilize the most efficient means of communication between member libraries.
    c) There should be rapid communication between bookmobiles and the federation center, to handle reference questions and facilitate filling requests.

APPENDIX 1:

Montana Laws Regarding Public Libraries

(From Title 44—Libraries—Revised Codes of Montana, 1947, as amended)

CHAPTER 2—COUNTY, CITY AND REGIONAL FREE LIBRARIES

44-211. How libraries of city or town may assume functions of county library. Instead of establishing a separate county free library, the board of county commissioners may enter into a contract with the board of library trustees, or other authority in charge of the free public library of any incorporated city or town, and the board of library trustees, or other authority in charge of such free public library, is hereby authorized to make such a contract. Such contract may provide that the free public library of such incorporated city or town shall assume the functions of a county free library within the county with which such contract is made, and the board of county commissioners may agree to pay out of the county free library fund into the library fund of such incorporated city or town such sum as may be agreed upon. Either party to such contract may terminate the same by giving six months' notice of intention to do so.

44-212. Joint county or regional libraries—establishment. Two (2) or more counties, by action of their boards of county commissioners, may join in establishing and maintaining a joint county or regional library under the terms of a contract to which all will agree. The expenses of the joint county or regional library shall be apportioned between or among the counties concerned on such a basis as shall be agreed upon in the contract. The treasurer of one of the counties, as shall be provided in the contract, shall have the custody of the funds of the joint county or regional library; and the treasurer of the other counties concerned shall transfer quarterly to him all moneys collected for the "free library fund" in their respective counties. If the board of county commissioners of any county decides to withdraw from a joint county or regional library contract, the county shall be entitled to a division of property in the same proportions as expenses were shared. Any library district organized under the provisions hereof, may, by majority vote of the qualified voters present and voting at a legal meeting of either of the counties which comprise said district, dissolve its cooperative existence.

44-213. Participation of other governmental units. When a joint county or regional library shall have been established, the legislative body of any government unit therein that is maintaining a library may decide, with the concurrence of the board of trustees of its library, to participate in the joint county or regional library; after which, beginning with the next fiscal year of the county, the government unit shall participate in the joint county or regional library and its residents shall be entitled to the benefits of the joint county or regional library, and property within its boundaries shall be subject to taxation for joint county or regional library purposes. A governmental unit participating in the joint county or regional library may retain title to its own property, continue its own board of library trustees, and may levy its own taxes for library purposes; or, by a majority vote of the qualified electors, a governmental unit may transfer, conditionally or otherwise, the ownership and control of its library, with all or any of its property, to another governmental unit which is providing or will provide free library service in the territory of the former, and the trustees or body making the transfer shall thereafter be relieved of responsibility pertaining to the property transferred. The state board of education may contract with the government of any city or county, or the governments of both the city and the county, in which a unit of the university of Montana is located for the establishment and operation of joint library facilities. Any such contract which proposes the erection of a building shall be subject to the approval of the legislature. Any joint library facilities established pursuant to this section shall be operated and supported as provided in such contract under this chapter.

44-214. Board of trustees—appointment and term. In a joint county or regional library district the board of five trustees shall be appointed by the joint action of all the county commissioners in the district. The first appointments or elections shall be for terms of one (1), two (2), three (3), four (4), and five (5) years respectively, and thereafter a trustee shall be appointed or elected annually to serve for five (5) years. Vacancies shall be filled for unexpired terms as soon as possible in the manner in which members of the board are regularly chosen. A trustee shall not receive a salary or other compensation for services as trustee, but necessary expenses actually incurred shall be paid from the library fund. A library trustee may be removed only by vote of the legislative body. Trustees shall serve no more than two full terms in succession.

44-215. Appropriations for support of joint libraries. After a joint county or regional library shall have been established or library serv-

ice contracted for, the legislative body of the governmental unit for which the library was established or the service engaged, shall appropriate money annually for the support of the library and so far as possible, the taxes levied and collected for this purpose shall be levied and collected within the territory to be served. The board of trustees shall have the exclusive control of expenditures from the fund subject to any examination of accounts required by the state and money shall be paid from the fund only upon vouchers of the board of trustees, without further audit. The board shall not make expenditures or incur indebtedness in any year in excess of the amount of money appropriated and available for library purposes.

44-218. Purpose of act in regard to free public libraries. It is the purpose of this act to encourage the establishment, adequate financing, and effective administration of free public libraries in this state to give the people of Montana the fullest opportunity to enrich and inform themselves through reading.

44-219. Establishing public library—resolution—petition—election. A public library may be established in any county or city in any of the following ways:

(1) The governing body of any county or city desiring to establish and maintain a public library may pass and enter upon its minutes a resolution to the effect that a free public library is established under the provision of Montana laws relating to public libraries.

(2) By petition signed by not less than ten per centum (10%) of the resident taxpayers whose names appear upon the last completed assessment roll of the city or county being filed with the governing body requesting the establishment of a public library. The governing body of a city or county shall set a time of meeting at which they may by resolution establish a public library; the governing body shall give notice of the contemplated action in a newspaper of general circulation for two consecutive weeks giving therein the date and place of the meeting at which the contemplated action is proposed to be taken.

(3) Upon a petition being filed with the governing body and signed by not less than five per centum (5%) of the resident taxpayers of any city or county requesting an election the governing body shall submit to a vote of the qualified electors thereof, at the next general election, the question of whether a free public library shall be established. If such a petition is submitted for a city or town, the petition must be signed by resident taxpayers of said city or town. If such a petition is submitted to the county commissioners of a county

asking for the establishment of a county library, the petition must be signed by resident taxpayers of the county who reside outside the corporate limits of an incorporated city or town located in said county which may already have established a free public library for such city or town.

If such petition specifically asks that a special election be called, and such petition is signed by thirty-five per centum (35%) of the resident freeholders affected by such petition, then the governing body shall, upon receipt of such petition, immediately set a date for a special election, which date shall be as soon as the procedures for establishing a special election will allow.

If at such election, a majority of the electors voting on the question vote in favor of the establishment of a library, the governing body shall immediately take the necessary steps to establish and maintain said library, or to contract with any city or county for library service to be rendered to the inhabitants of such city, town or county.

44-220. Levying of tax—special library fund—payments upon order or warrant. The governing body of any city or county which has established a public library may levy in the same manner and at the same time as other taxes are levied a special tax not to exceed 3 mills on the dollar upon all property in such county, which may be levied by the governing body of such county, and not to exceed 4½ mills on the dollar upon all property in such city or town, which may be levied by the governing body of such city or town, in the amount necessary to maintain adequate public library service. The proceeds of such tax shall constitute a separate fund called the public library fund and shall not be used for any purpose except those of the public library. No money shall be paid out of the public library fund by the treasurer of the city or county except by order or warrant of the board of library trustees.

Bonds may be issued by the governing body in the manner prescribed by law for the erection and equipment of public library buildings and the purchase of land therefor.

44-221. Board of trustees—appointment—composition of board—tenure. Upon the establishment of a public library under the provisions of this act, the mayor, with the advice and consent of the city council or city commissioners, shall appoint a board of trustees for the city library and the chairman of the board of county commissioners, with the advice and consent of said board, shall appoint a board of trustees for the county library. The library board shall consist of

five trustees. Not more than one member of the governing body shall be, at any one time, a member of such board. Trustees shall serve without compensation but their actual and necessary expenses incurred in the performance of their official duties may be paid from library funds. Trustees shall hold their office for five years from the date of appointment, and until their successors are appointed. Initially appointments shall be made for one, two, three, four and five year terms. Annually thereafter, there shall be appointed before the first day of July of each year in the same manner as the original appointments for a five year term, a trustee to take the place of the retiring trustee. Trustees shall serve no more than two full terms in succession. Following such appointments in July of each year, the trustees shall meet and elect a chairman and such other officers as they deem necessary, for one year terms. Vacancies in the board of trustees shall be filled for the unexpired term in the same manner as original appointments.

44-222. Board of trustees—powers and duties. The library board of trustees shall have exclusive control of the expenditure of the public library fund, of construction or lease of library buildings, and of the operation and care of the library. The library board of trustees of every public library shall:

(1) Adopt bylaws, rules and regulations for its own transaction of business and for the government of the library, not inconsistent with law.

(2) Establish and locate a central public library and may establish branches thereof at such places as are deemed necessary.

(3) Have the power to contract, including the right to contract with regions, counties, cities, school districts, educational institutions, the state library and other libraries to give and receive library service, through the boards of such regions, counties and cities and the district school boards, and to pay out or receive funds to pay costs of such contracts.

(4) Have the power to acquire by purchase, devise, lease or otherwise, and to own and hold real and personal property, in the name of the city or county or both as the case may be, for the use and purposes of the library, and to sell, exchange or otherwise dispose of property real or personal when no longer required by the library, and to insure the real and personal property of the library.

(5) Pay necessary expenses of members of the library staff when on business of the library.

(6) Prepare an annual budget indicating what support and maintenance of the public library will be required from public funds for submission to the appropriate agency of the governing body. A separate budget request shall be submitted for new construction or for capital improvement of existing library property.

(7) Make an annual report to the governing body of the city or county on the condition and operation of the library, including a financial statement. The trustees shall also provide for the keeping of such records as shall be required by the Montana State Library in its request for an annual report from the public libraries and shall submit such an annual report to the state library.

(8) Have the power to accept gifts, grants and donations from whatever source and to expend the same for the specific purpose of the gift, grant, or donation. These gifts, grants and donations shall be kept separate from regular library funds and are not subject to reversion at the end of the fiscal year.

(9) Exercise such other powers, not inconsistent with law, necessary for the effective use and management of the library.

44-223. Board of trustees—chief librarian—personnel—compensation. The board of trustees of each library shall appoint and set the compensation of the chief librarian who shall serve as the secretary of the board and shall serve at the pleasure of the board. With the recommendation of the chief librarian the board shall employ and discharge such other persons as may be necessary in the administration of the affairs of the library, fix and pay their salaries and compensation and prescribe their duties.

44-224. Free use of library — exclusions — extending privileges. Every library established under the provisions of this act shall be free to the use of the inhabitants of the city or the county supporting such library. The board may exclude from the use of the library any and all persons who shall willfully violate the rules of the library. The board may extend the privileges and use of the library to persons residing outside of the city or county upon such terms and conditions as it may prescribe by its regulations.

44-225. Providing library services—co-operation and merging of boards, institutions and agencies. Library boards of trustees, boards of other educational institutions, library agencies, and local political subdivisions are hereby empowered to cooperate, merge or combine in providing library service.

44-226. Cities or towns with existing tax-supported libraries—notification—exemption from county taxes. After the establishment of a county free library as provided in this act, the governing body of any city or town which has an existing tax-supported public library may notify the board of county commissioners that such city or town does not desire to be a part of the county library system. Such notification shall exempt the property in such city or town from liability for taxes for county library purposes.

44-227. "City" defined. Wherever the word "city" is used in this act it means city or town.

44-228. Continued existence of all public libraries. All public libraries heretofore established shall continue in existence, subject to the changes in administration provided herein.

APPENDIX 2:

Library Bill of Rights

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948.

Amended February 2, 1961, and June 27, 1967, by the ALA Council.

APPENDIX 3:

The Student And The Library

"School and Public Library Services and Relationships"
(Published 1963 by the State Superintendent of Public Instruction and the State Librarian)

THE ROLE OF THE SCHOOL LIBRARY

The school library is basic to the instructional program. It serves as the center where both printed and audio visual materials for teaching are housed or made easily available.

The program of a good school library is the sum total of the ways in which wide and varied collections of materials are provided and used to enrich and vitalize the curriculum, to offer stimulation and guidance in the reading program, to develop library skills and habits, and to contribute to the personal growth and development of the individual.

To accomplish the goals set for quality education, a full program of library services is essential in all schools—elementary and secondary, small and large, rural and urban, public and private. A centrally organized collection of many types of books and other materials, and the services of a trained librarian at least on a part-time basis, are vital supports to creative teaching. Here the individual child, slow, average or gifted, is guided in finding materials suited to his own abilities, needs and interests, and is stimulated to explore beyond the classroom.

A school library is more than a shelf of books in a classroom, more than bookmobile service, more than collections on loan from the public library. These are supplementary services and in no way take the place of basic collections in each school in a centralized library, administered by a librarian professionally prepared to provide a program of services for all teachers and pupils.

THE ROLE OF THE PUBLIC LIBRARY

Essentially, the public library serves as a cultural, informational and educational resource for all residents of the community. Today's concept of library resources includes books, periodicals, newspapers, pamphlets, recordings and films, and services such as story hours, discussion groups and film forums. Under the direction of professionally trained librarians, materials and services are provided through headquarters buildings, community libraries and bookmobiles.

In rural areas where federations of libraries are established, bookmobile service is initiated to serve the areas. When bookmobile stops are made at schools, this service is provided in order that young people may have access to public library service. Bookmobile service at a school is not school library service; it is a public library service to children and young people in school.

The public library has the responsibility of service to young people and children as an important segment of its public, which includes residents of all ages.

The public library may supplement but never supplant the school library. Service which tries to replace the school library impedes the development of school libraries to the detriment of services to teachers and pupils and tends to separate library materials from instructional programs. The public library serves the community and gives public library service to teachers and pupils as members of the community.

INTERRELATIONSHIPS

The school and the public library have much in common; their differences complement each other. The school library is responsible for supporting the curriculum and teaching the skills involved in the use of books and libraries. The school instructional program teaches children how to read, but it is the school library that offers the opportunity and encourages young people to find answers to their educational, personal and vocational questions through reading. The public library may offer an even greater range of reading resources and provide an appealing freedom of approach to books that serve the needs of independent activities.

For both the public and the school library there are no limits of service when imaginative and inquisitive minds have been reached. Neither the public [library] nor the school library can by itself offer the complete answer to reading needs but together they can help youth realize the power and magic of books.

To maintain a continuing program of optimum service, school librarians, public librarians and teachers should work together and should meet together regularly to discuss mutual problems and programs and formulate policies. A regularly planned reciprocal visiting program of library staff members between libraries is recommended, as are class field trips to acquaint pupils with the role of the public library.

By working together, all librarians within a community can encourage an awareness on the part of the general public of the philosophy, functions and needs of each library agency.

APPENDIX 4:

Freedom To Read Statement

Adopted June 25, 1953, by the ALA Council

The Freedom to Read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts of suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions of social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. **It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.**

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose

widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. **Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.**

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. **It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.**

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. **The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.**

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are

not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. **It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.**

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. **It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.**

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concepts of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. **It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.**

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint,

but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

Endorsed by:

AMERICAN LIBRARY ASSOCIATION	Council, June 25, 1953
AMERICAN BOOK PUBLISHERS COUNCIL	Board of Directors, June 18, 1953

Subsequently Endorsed by:

AMERICAN BOOKSELLERS ASSOCIATION	Board of Directors
BOOK MANUFACTURERS' INSTITUTE	Board of Directors
NATIONAL EDUCATION ASSOCIATION	Commission for the Defense of Democracy through Education

APPENDIX 5:

Standards Documents

1. **State Libraries**

   Standards for Library Functions at the State Level. ALA, 1963

2. **Public Libraries**

   Minimum Standards for Public Library Systems, 1966. ALA, 1967
   Interim Standards for Small Public Libraries. ALA, 1962
   Standards for Children's Services in Public Libraries. ALA, 1964
   Standards of Quality for Bookmobile Service. ALA, 1963
   Young Adult Services in the Public Library. ALA, 1960
   A Design for Public Library Development in Wisconsin, Standards for Measuring Progress. Wisconsin Library Commission, 1963
   Standards for the Evaluation and Rating of Libraries in the State of Idaho. Idaho State Library, 1964

3. **Academic Libraries**

   ALA Standards for College Libraries. ALA, 1959 (**College and Research Libraries,** July 1959)
   ALA Standards for Junior College Libraries. ALA, 1960 (**College and Research Libraries,** May 1960)

4. **School Libraries**

   Standards for School Media Programs. ALA, 1969
   "Standard IV—Instructional Media Center (Library)" in Standards for Accreditation, 1969 Northwest Association of Secondary and Higher Schools.
   Standards for Accreditation of Montana High Schools. State Superintendent of Public Instruction, 1960
   Standards for Accreditation of Montana Elementary Schools. State Superintendent of Public Instruction, 1961

5. **Hospital Libraries**

   Hospital Libraries: Objectives and Standards. ALA, 1953

6. **Institution Libraries**

   Library Services, Chapter 31 in Manual of Correctional Standards. American Correctional Association, 1966

7. **Special Libraries**

Objectives and Standards for Special Libraries. SLA, 1964

8. **Proposals for training of librarians**

Maryland's Manpower Shortage. **Library Journal,** October 15, 1968, pp.3745-3746

Minimum Professional Personnel and Staffing Standards for Maryland's Public Library Systems: A Proposal. **Library Journal,** October 15, 1968, pp.3747-3749

A Dissenting Opinion, One Librarian's Opposition to the Adoption of the Standards Report. **Library Journal,** October 15, 1968, pp.3750-3751

The Subprofessional or Technical Assistant: A Statement of Definition. **ALA Bulletin,** April 1968, pp.387-397

Education and Manpower for Librarianship: First Steps Toward a Statement of Policy. **ALA Bulletin,** October 1968, pp.1096-1118

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Associate Librarian, Montana State University, Bozeman
(Chairman, Academic and Special Libraries Division, Montana Library Assoc.)

Mrs. Kathleen Makich
Librarian, Glasgow City-County Library

Marie Mastorovich
Elementary Consultant, Great Falls Public Schools

Mrs. Velma Pemberton
Montana State Library Commission, Helena

Mrs. Josephine Self
Serials Librarian, Eastern Montana College, Billings

Mrs. Clare Smith
Librarian, Miles City Public Library, Miles City

Roger Spillers
Librarian, Helena Public Library

Mrs. Jeane Sturdivant
Assistant Librarian, Flathead County Library, Kalispell

Robert E. Sullivan
Dean of Law, University of Montana, Missoula

Evelyn Swant
Librarian, Missoula Public and County Free Library, Missoula

Alve Thomas
High School Supervisor, Montana Department of Public Instruction, Helena

Earle C. Thompson
Dean of Library Service, University of Montana, Missoula

Mrs. Margaret Warden
Chairman, Board of Trustees, Great Falls Public Library